DOCUMENT RESUME

ED 090 181 95 SP 007 910

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TITLE Module Cluster: CSC-011.00 (GSC) Public Service I.
INSTITUTION Glassboro State Coll., N.J.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 15p.; For related documents, see SP 007 907-909, 911-913, 915-918, 920, 921, and 933

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Attitudes; Community Programs; *Community Role; *Community Services; Performance Based Teacher Education; *Performance Criteria; *Student Teachers

ABSTRACT

The purpose of this module cluster, designed for the Camden Teacher Corps project, is to increase the student's (intern's) understanding and skills with regard to his role in the community. Its objectives are to prepare the student to a) identify the characteristics of the community in which he will be working and b) to be involved in community service projects. There are eight modules in this cluster: Introduction to Community Services; The School System; Government, Politics and Law Enforcement; Provisions for Special Groups; Consumer Education; Housing; Health; and Drug Abuse. For each module, objective, prerequisite, preassessment, instructional activities, postassessment and remediation are specified. (JA)

ED 090181

Module Cluster: CSC - 001.00 (GSC)

Public Service I

Sandra L. Mason

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SP 007 910

Department of Elementary Education

Reference System Designation:	CSC - 001.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Concepts of Social and Community Services
Module Cluster:	Public Service I
Developer:	Sandra L. Mason
Date of Development:	Summer, 1973

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular module cluster. This should include the rationale for the cluster as well as general arrangement for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Preassessment sections A number of alternatives are then available. For example the student may decide after reading the preassessment procedures that he is competent in that area. He may then complete the entire preassessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the preassessment. He can then skip the preassessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

CSC - 001.00 (GSC) Public Service I

General Objectives of the Module Cluster

The purpose of this module cluster is to increase the student's (intern's) understandings and skills with regard to his role in the community. The general objectives of this cluster should prepare the student to: (1) identify the characteristics of the community in which he will be working and (2) be involved in community service projects.

The rationale for the module cluster is based on the assumption that students generally have preconceived ideas about the inner city life. This module cluster has been so designed as to give the intern an opportunity for firsthand knowledge. He will be able to make interviews and draw conclusions of his own. With this information it is hoped that he would then use it for community action.

Prerequisites to the Module Cluster

Only those requirements necessary for entrance into the program stand as prerequisites to this module cluster.

Modules Within the Module Cluster

This module cluster contains eight modules; these are as follows:

CSC 001.01 - Introduction to Community Services
CSC 001.02 - The School System
CSC 001.03 - Government, Politics and Law Enforcement
CSC 001.04 - Provisions for Special Groups
CSC 001.05 - Consumer Education
CSC 001.06 - Housing
CSC 001.07 - Health
CSC 001.08 - Drug Abuse

CSC 001.01 (GSC) - Introduction to Community Services

Objective

The student (intern) will begin to familiarize himself with the various types of community agencies which he will be working with throughout the year. He will be able to describe the services offered by the various community agencies.

Prerequisites

None.

Pre-assessment

Pre-assessment procedures are relatively informal and consist of an interview of the intern by his instructor. The instructor will assess the intern's level of competency relevant to the objective.

Instructional Activities

1. Secure handbook of all county agencies from the Health and Welfare Council.
2. Conduct and record an interview of three types of agencies from director of agency.
3. Construct a survey form in order to obtain pertinent and uniform information.
4. Survey thirty residents of the inner city to determine what uses are being made of available services.
5. Record findings on graph.
6. Study function of agencies to determine duplication of effort.
7. Collect and keep in scrapbook articles from local publications of pertinent community news and activities.

Post-assessment

The student (intern) shall be able to describe the various types of community services and their functions. The adequacy of this description will be assessed by the instructor.

Remediation

Necessary remediation activities would be designed by the intern and his instructor.

CSC 001.02 (GSC) - The School System

Objective

The student (intern) will be able to differentiate between the "regular" school system and the alternate schools. He will have a good knowledge of the Camden School System.

Prerequisite

None.

Pre-assessment

Pre-assessment procedures are relatively informal and consist of an interview of the intern by his instructor. The instructor will assess the intern's level of competence relevant to the objective.

Instructional Activities

1. Reading - text page 117-126.
2. Educational Services & Facilities Survey Reference - Finding Community - page 128-129.
3. Collect Handbook of County School System
4. Relate data collected to actual need of community.
5. Make recommendation for any implementation of curriculum such as subject matter.
6. Alternative - read reference material - Schools Without Walls, Thomas Edison College, Clep.
7. Field trip - Cinnaminson Alternate High School Adult Evening School.
8. Outline advantage of the new community school concept.

Post-assessment

By way of an oral interview, the intern will explain to the instructor his interpretation of the function of the "regular" and the "alternate" school.

Remediation

The intern would engage in such remediation activities as deemed appropriate by himself and his team leader.

CSC 001.03 (GSC) - Government, Politics and Law Enforcement

Objective

The student (intern) will be able to identify the various types of political structures. He will have firsthand knowledge of the functions and modes of operation.

Prerequisite

Completion of CSC 001.01 (GSC).

Pre-assessment

An interview of the intern by his team leader will be used as an assessment of the intern's competence relevant to the objective.

Instructional Activities

1. Research and construct a drawing showing structure of the Camden city government.

2. Define function of individual departments.

3. Write an essay on the rights of franchise.

4. Talk with a minimum of three police officers to determine the relationship which exists between the police and the community - make notes. Outline your recommendations for improvements for better working relations.

5. Read - Insuring the Domestic Tranquility - text pages 97-112.

Post-assessment

The intern will describe in writing the functions of the various types of political structures: the adequacy of this description will be assessed by his instructor.

Remediation

The intern would engage in such remediation activities as deemed appropriate by himself and his team leader.

CSC 001.04 (GSC) - Provisions for Special Groups

Objective

The student (intern) will be able to identify fact from fiction concerning special groups. He will be able to describe feelings of the special groups, and those in which he comes in contact.

Prerequisite

None.

Pre-assessment

Pre-assessment procedures consist of an informal interview of the intern by his instructor.

Instructional Activities

1. Visit center for aging. What added recommendations would you make for improvement.

2. Visit a sheltered work shop. (Goodwill Industries, Abilities Center - Woodbury).

3. Investigate an educational setting for handicapped:
   -- blind
   -- hearing problems
   -- trainable
   -- educables
   -- orthopedically handicapped
   -- emotionally disturbed.

   What counseling services are provided for the families involved?

4. Confer with three employers to determine their acceptance of hiring members of special groups, such as the aged, handicapped. Make notes.

5. Follow the transition of a migrant worker into the mainstream of employment.

6. Visit parole or probation office.

Post-assessment

The intern will describe in writing the services offered for the special groups by employes, educational systems, and social agencies.

Remediation

Necessary remediation activities would be designed by the intern and his instructor.

CSC 001.05 (GSC) - Consumer Education

Objective

The student (intern) will be able to assist consumers in getting the greatest value for their money and to provide information to those consumers in credit purchasing.

Prerequisite

None.

Pre-assessment

Pre-assessment procedures are relatively informal and consist of an interview of the intern by his team leader. The team leader will assess the intern's level of competence relevant to the objective.

Instructional Activities

1. Read text - Food Cost and Food Quality - pages 3-9.
2. Complete food market survey, pages 10-12.
3. Visit Consumer Affairs Office.
4. Collect publications on consumer education.
5. Become acquainted with the Better Business Bureau.
6. Read - Alternatives to Food Purchasing - pages 14 & 15.
7. Read - Selling Practices and Credit Abuse - pages 17-24.
8. Complete survey of Merchandise and Credit Costs - pages 26-28.
9. Read alternatives to consumer buying - pages 30-37.

Post-assessment

The intern will draw up a shopping guide for food purchasing in two areas of Camden. The intern will construct a chart giving information of where an individual may go for assistance should a problem occur in buying.

Remediation

The intern and team leader would plan any remediation deemed necessary and appropriate.

CSC 001.06 (GSC) - Housing

Objective

The student (intern) will be able to describe the various types of housing within the city and will be able to describe the environment forces which affect the lives of the residents.

Prerequisite

None.

Pre-assessment

Pre-assessment procedures are relatively informal and consist of an interview of the intern by his team leader; the team leader will assess the intern's level of competence relevant to the objective.

Instructional Activities

1. Read text - Condition of American Housing - pages 75-82.
2. Housing survey exercise, pages 83-87.
3. List current improvements in Camden regarding new projects.
4. Follow families in areas of relocation.
5. Read alternatives text, pages 90-94.
6. Visit Branch Village and East State Village. Compare and contrast differences and similarities that are observed. Make notes.
7. Visit real estate agency and make an inventory of the kinds of facilities available for Camdenites.

Post-assessment

The intern will describe in writing the housing situation in Camden today including those environmental forces he perceives effect the lives of the residents. The team leader will assess the quality of his description.

Remediation

Remediation procedures would include those activities designed by the intern and his team leader.

CSC 001.07 (CSC) - Health

Objective

The student (intern) will gain a working knowledge of what medical facilities are available to residents in Camden and how citizens may utilize the same.

Prerequisite

None.

Pre-assessment

Pre-assessment procedure consists of an informal interview of the intern by his team leader who would determine the intern's level of competence relevant to the objective.

Instructional Activities

1. Read - Corporate Medicine May be Hazardous to Your Health - pages 55-73.

2. Do government agencies sponsor any kind of preventative medicine clinics within Camden. If so, name them and cite their location.

3. What happens to people who are poor?

   -- Do they receive the same health care and protection of privacy as the wealthier residents of Camden?
   -- Do welfare mothers have access to a well baby clinic? Where?

4. Compare emergency ward services of two city hospitals.

Post-assessment

The intern will describe in writing what Camden has to offer to its citizens who cannot go to a private doctor. From his observations he will make recommendations for additional services.

Remediation

The intern and team leader would plan any remediation activities deemed necessary and appropriate.

CSC 001.08 (GSC) - Drug Abuse

Objective

The student (intern) will gain a basic knowledge of the extent of the drug problem in the inner city and of what treatment centers are available to the citizens.

Prerequisites

None.

Pre-assessment

Pre-assessment prccedures consist of an informal interview of the intern to ascertain the intern's level of competence relevant to the objective.

Instructional Activities

1. Collect data on extent of drug user.
2. Visit drug abuse center - talk with director and patient.
3. Visit an Alcoholics Anonymous session. Talk with a member.
4. Collect pamphlets on drug abuse.

Post-assessment

Post-assessment procedures parallel those of the pre-assessment procedure. The team leader will assess the adequacy of the interview.

Remediation

The intern and team leader would plan any remediation activities deemed necessary and appropriate.

Check-off Sheet for Modules in CSC - 001.00 (GSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____

Student Signature: _____

* To be completed in duplicate

Check-off Sheet for Modules in CSC - 001.00 (GSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____

Student Signature: _____

* To be completed in duplicate

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.